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HENRY C. WARING

on

UNIVERSITY EXTENSION

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# INTRODUCTION

More people receive instruction from Extension than from any other system of higher education in the state of California. Stepping into the expanding office of business manager of University Extension, North, in 1945, Henry C. Waring came just in time to take part in its growth from an annual budget of one million dollars to six and a quarter million dollars fourteen years later.

A citizen is tempted to see this overgrown child of the University as a paradox -- simultaneously bound to the parent institution but largely supported by funds from the outside. In a state that has a highly complex system for supporting education, the ubiquity that Extension manifests is bound to create questions about its fiscal life and its educational range. How should its funds be placed in the total structure of the University budget? How large a role should it play, if any, in the University's appropriations battles with

# INTRODUCTION

a legislature whose collective constituency numbers millions of Extension students and conferees?

Mr. Waring tackles these and other questions in this interview made at a crucial time for Extension, the fall of 1959. Using his earlier experience in the University accounting office, he projects his views on a backdrop of new investigations of Extension by the office of the governor, by the Master Plan Survey of Higher Education in the state, and by the Academic Senate of the University.

These two sessions with Mr. Waring were held in whatever executive office was available in the midst of the galvanic activity inside the Extension Building at 2441 Bancroft Way, Berkeley. The interviews with Vice President of the University Baldwin Woods, former Extension Director Leon Richardson, and Mr. Waring combine to form a unit specifically concerned with the development and influence of University Extension, part of a series being done for the preparation of a centennial history of the University. Under the academic supervision of Professor Walton E. Bean

of the Department of History and the administrative supervision of Mr. Marion Milczewski of the General Library, the Regional Cultural History Project is engaged in tape recording and preserving autobiographies of persons who have been influential in shaping the history of California.

Amelia Roberts Fry
Interviewer

Regional Cultural History Project
University of California General Library, Berkeley

March 15, 1960

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## THE STUDY OF THE COMMITTEE ON UNIVERSITY EXTENSION

Waring: I might just talk a moment on the 1952 committee study. This came about from a study made in 1947-48 of Extension's financial policy in relation to state support and the fact that that study raised certain questions in the Regents' minds, the idea being that the 1947-48 study primarily proved the assumption that University Extension needed a definite financial policy for its basis of support in order to continue operation. But it did not make any suggestion as to what the basis should be or what the amount should be, or anything of that kind.

Fry: This first committee then didn't really put forth any specific ideas at this point.

Waring: It just justified University Extension's position

THE [illegible] OF [illegible] ON [illegible] LOCALISM

Warring: I want just to [illegible] comment on the [illegible] [illegible]-
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ng of [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] to
[illegible] [illegible] [illegible] [illegible] [illegible] [

Waring: in the University family and the idea that University Extension, in order to continue to operate on a sound basis, needed some finances.

Fry: Before then what had happened?

Waring: Well, going back to 1912, the Regents announced a policy at that time which in effect said the costs of administering the work of the University Extension be included in the budget of the University as presented to the state legislature for the years 1913-15 in the amount of $50,000. The financial support thus proposed was then included in the University budget, and this was based on the Extension Division's administrative costs -- as they called it then. Although it's not clear, I think that the real basis was that the Regents felt that the state should cover the basic administrative costs, and the adult population of the state, who were availing themselves of the educational opportunities of this service, should pay for the instructional costs. And at this time University Extension was just really beginning, and it was very small. So this was set at $50,000 for the biennium. And special legislation was then enacted in Sacramento

Waring: appropriating these specific funds.

Subsequently, as Extension grew, and I haven't got the exact date, this was changed to $50,000 a year, instead of per biennium.

Fry: It was sometime after World War I, I believe.

Waring: Probably. I'm not up on this.

Then, as Extension continued to grow, the president, Sproul, from time to time supplemented these state funds from University funds, or from other funds he received from the state; in other words, in the total appropriation which the University asked for was included additional funds for University Extension. But the $50,000 was a separate special bill appropriated.

Fry: I see.

Waring: And then it was not until -- well, I would say probably 1950, or along in there -- that a number of these special appropriations, or special bills, introduced each year or each biennium to the state legislature, were all abolished and it was decided to request all the University's funds in one bill.

Fry: Including Extension's?

Waring: Including all of Extension's.

Fry: Is that what happens now?

Waring: Yes. Our appropriation is included in the overall University Extension request.

Fry: Whom do you plead your case before for your budget?

Waring: Well, we plead our case to the president to include what we ask for in the University request for appropriations in Sacramento. Then this, the total University request, is submitted to the Regents for approval, and then from there it goes to Sacramento through the department of finance, who make recommendations to the governor, etcetera.

Fry: Why do they lump all this together?

Waring: I think this was a plan to fight one battle instead of half a dozen battles. It was decided that it was better to get one amount, including all of our requests, instead of having various little side issues of small size appropriations. And then this also was taken into account. Everybody knew what the total amount was that the University was asking for -- not this amount plus this amount plus this amount.

Fry: The "Oh no, not that again" sort of thing.

Waring: Well, now to get back to the '53-'54 reports.

Fry: That was when this question came up again. When it became necessary for you to get your slice of the pie from the whole University budget.

Waring: So it was decided... This was discussed at a Regents' meeting and the president was instructed to appoint a committee to study Extension finances. At this time the president suggested that I go to visit six or eight major extension services to study not only university extension financial problems and their budgeting procedures but to also discuss with the financial head of the parent institution what their policy was regarding finances at university extension. And I was chosen because of my background in the accounting office and the cashier's office and at Extension.

It was about 1951 or '52 when I took a trip and visited Minnesota, Wisconsin, Michigan, Penn State, Virginia, Nebraska, and Washington to try and determine if there was an official policy, or any policy, as to the basis of the university, the parent institution, support of their extension services.

Fry: These were all state universities now?

Waring: Yes. These were all state universities.

What I discovered was that there wasn't any policy. (laughter) All extensions, as far as I could find out, just "growed like Topsy." And, of course, each one had developed some sort of a level of support. For example, Wisconsin, which was highly developed, had around fifty percent, while some of the other schools...

Fry: You mean fifty percent state aid?

Waring: Fifty percent state support. While at Penn State they were eleven percent. I don't know whether you want to get into this -- there were a number of reasons for this. In Penn State, in Michigan, and Wisconsin, the state does not have their own system of junior colleges. In these states the extension services are operating a series of junior colleges throughout the state. Penn State was operating about six or eight; Michigan about four in various locales throughout the state -- they gave one or two years of college training. In Penn State -- Penn State had no freshman year at Penn State University, or Penn State College as it was then. All of the work done by Penn State

Waring: in the first year of college was done through education centers throughout the state operated by university extension.

Fry: Did they also operate adult education at these centers then?

Waring: Yes, they also had adult education centers there too. The centers were used in the daytime for what we would call junior college work -- the first or second year of college. It was in-resident service there -- I mean resident training. And then the centers were used in the evening and late afternoon for adult education, conferences, institutes, and workshops, etcetera.

Fry: Oh, and these were operated and administered by the mother institutions?

Waring: They were operated by the extension service at the parent institution and the extension service also operated the junior colleges in the daytime. They operated the junior college and this was in their budget. Penn State even had their own gymnasiums and football teams in the junior colleges. They were operating through university extension at Penn

Waring: State.

Fry: So extension then included both adult education and regular full-time students.

Waring: High school graduates.

Fry: Do you think there's ever any chance that something like this might happen in California?

Waring: Not now.

Fry: Right now they're going through this tremendous study for re-organizing junior colleges and state colleges and the University systems.

Waring: But I don't think that with the junior college system and the state college system developed to the point that it is, that the Regents of the University will ever take them over.

Fry: If they do take them over, do you think they will give them to Extension? Is there much chance of that?

Waring: I wouldn't think so. They're too large. It is too large a system. Now you take Penn State, without all its junior colleges, if I remember correctly, its budget was below $200,000. While University Extension in Berkeley, even at that time, was running $2,000,000. The only extension service -- this is in '52-'53 --

Waring: which was larger than University of California Extension in terms of financing was Wisconsin. Wisconsin had a very elaborate and a very comprehensive extension service.

Fry: Well, doesn't that include agriculture too? Isn't it all put together?

Waring: No, it is not. But they are tied in fairly closely with ag extensions. The fact is, the unusual thing about Wisconsin is that the extension service has county representatives -- just like ag extension has. They are sometimes, as I recall, joint appointments -- ag extension and university extension the same person. But this is one of the ways in which they have done a great deal in getting out throughout the entire state. And the extension representative, county representative -- whatever you want to call them -- are used greatly to help influence the state legislature. When the university gets in trouble or the university extension gets in trouble, word gets out.

Fry: They have a real grass-roots movement then.

Waring: Grass-roots movement right then and there. And as I

Waring: said, Wisconsin has probably done the greatest job in adult education in that they had done the greatest job of educating their administration and their legislature of the services of university extension. This was exemplified by the fact that they were the highest supported -- percentagewise.

Fry: Going back to this study, who were the men on the study?

Waring: The men on the study were: vice president of business affairs, Mr. Corley; vice president of University Extension, Baldwin M. Woods; George Stevens, who was the acting controller at this time; and Roy Jastrom, of the economics department, who was chairman of the Educational Policy Committee of the Academic Senate; Ellis Groff, the budget officer. Let's see, how many have you got now?

Fry: That's five.

Waring: Well, that would be five members. I was the secretary or the ex-officio member... I did the work.

Fry: Oh, I know these ex-officio members get all the jobs. (laughter)

Waring: At the basis of this study, which had a great effect

Waring: on University Extension, was the development of a restatement of the original ideas going back to 1912 that the state should support University Extension to the extent of its administrative costs or at least -- the term as they called it then -- the "ready-to-serve" costs. By 1952 we had grown very large and we had, for example, large commitments for the leased space.

Fry: Yes.

Waring: I mean from $9,000 to, oh, $300,000 a year. And you can see that if we had a depression or if something happened to University Extension and it didn't operate to the extent that it had been -- if it were hit with a calamity -- that the rental of this space would go right on whether we used it or not because these were five and ten year leases. So we had to have fixed financial support to cover these particular items. Now [looking at the report] I can go through the budgets which were included in this if you think it is interesting. This is a matter of documentation.

Here is a set of budgets which were included

Waring: in the ready-to-serve costs for which we were asking support: the vice president's budget; the two associate directors' budget; the business managers' budget, North and South; the class administration budget, North and South; the fee and information officers' budget, which at that time were about eight; and the class and correspondence recording budgets; a small amount for veterans' affairs; certain stenographic services which we were performing for the central administration; and the rent and maintenance budgets. These were the amounts which were chosen to represent the ready-to-serve costs, as it was called then. And these budgets were to be supported from state appropriations and everything else -- all of our instructional, promotional budgets, and everything else -- was to be paid for from student fees. Well, the Regents adopted this policy in principle; they said if it was not financially possible to implement it in its entirety in that year they would do it over a three-year period.

Fry: How much did they start with?

Waring: Well, we were asking for $590,000. And, if I remember correctly, we got that year about $400,000 or

Waring: $450,000. I think around $450,000. It was to go up $50,000 a year. But, of course, this was where we grew very rapidly and they were always two or three years behind. Until, in 1958-59, when we proposed our 1959-60 budget, we were asking for $1,200,000.

Fry: You had grown that much.

Waring: Well, as long as we're talking about growth, I think maybe a couple of figures might be interesting here.

In 1955-56, when I joined Extension, our total expenditures were around $1,000,000.

Fry: You mean 1945-46?

Waring: Yes. Our current budget for 1958-59 amounts to $6,250,000. So in a matter of fifteen years, or fourteen years, we have grown from one million to six and a quarter million.

Fry: Particularly right after the war there was a big jump in expenditures -- and in income too, I suppose. What made it do that and where did you get all the money from, all of a sudden?

Waring: Well, the thing there was that we were running what was called the ESMWT -- is that right?

Fry: There are the figures on it.

Waring: We jumped from $600,000 to a million dollars. And we were running the engineering special training program for the armed forces.

Fry: Baldwin Woods was on that, wasn't he, from Washington?

Waring: Yes. And then there were two other very important factors. Dr. Woods had developed the post-graduate professional training program in medicine, law, and dentistry. And these people who had been in the armed forces for three or four years came back and they needed refresher courses in order to get themselves up to date on recent developments and to revitalize their...

Fry: Civilian practice...

Waring: Yes. And we did a great deal of work there.

Fry: How were these paid for?

Waring: These were all paid for from student fees. I mean the students were charged fees for these courses.

Fry: The individual doctors paid something.

Waring: Yes. Of course this was all included in the G.I. Bill,

Waring: the educational bill, and they were able to get reimbursed for it from government funds, which of course was also a great boon. I think also that through the educational programs which the armed forces conducted during the war that the people got the idea -- or into the frame of mind -- of going to school some.

Fry: Yes.

Waring: And then they came back, they came out of military service back into civilian service. They needed their refresher courses; some people needed to make up the few units, or few subjects, in order to gain admission to school; other people went back into business, but they wanted to improve themselves. They were three or four years older and they were married, maybe, so they wanted to go part time. We had a very large program. We trained doctors and lawyers.

Fry: I see.

This proposal of the University study committee for an appropriation covering your administrative expenses -- is there any precedent for this in any other department of the University? Do other departments

Fry: have a sort of guarantee for administrative expenses?

Waring: Well, every academic department, or every other -- I mean outside of the self-sustaining activities, like the printing office, the building and grounds, central stenographic, these service organizations which are self-supporting -- they work on the basis of a recharge for their work to the academic departments for which they are operating. But the regular academic departments, and the business manager, for instance, or the vice president of business affairs, or the president's office, they get a budget for their activities for the year and that's it. Now if they get in trouble they go back to the president and ask him for additional funds. And if there are additional funds, and the president is so inclined, why then they may get them. The president has certain unbudgeted funds, which he calls contingency funds, which he can spread around as he sees fit or, I should say, where the need arises.

Fry: I see. Well then, is the plan from the study committee -- the committee's study, I should say -- is this a sort of trail blazer?

Waring: Well, I don't think anyone else operates exactly on that basis. After this was developed I sent this -- or at least explained it to a certain extent to a number of places where I had been, and I got letters back that they thought this was wonderful. Well, at least some people did. Nebraska, which was not very highly supported, thought it was wonderful; Wisconsin, which is highly supported, didn't think it had any merit at all. You see what I mean. (laughter)

Fry: Well, they have all the money they need anyway.

Waring: They have, or rather had, all the money they needed. Of course, they do a number of other things. They have a lot of free services to the people. They have -- oh -- a circulating library. And they have a department which provides material for debates, types of debates, and debating societies. And they have had some lecturers that go around. This is another thing which has been talked about. The University of Washington does it and I think it's a very good idea. The University of Washington, each semester, turns two faculty members over to

Waring: university extension. The university pays their salaries. And they, for two months each semester, go on long lecture tours throughout the state, which university extension schedules and runs. These are free lectures. But this is public relations of the University of Washington to the citizens of the state. And I think this is a very wonderful public relations item.

Fry: Yes. It shows a great deal of cooperation, too, between the faculty and extension.

Waring: And it shows that the university is interested in the people of the state and trying to do something for them. And this -- suppose for this they take two $12,000 a year men -- this only costs them $24,000 a year. And just think of the people throughout the state who in that way learn about the activities of the university and the activities of university extension and feel that the university is a part and is doing something for them.

Fry: And the towns get these men free, then? They are not paying anything at all?

Waring: Well, I think -- I'll have to think about that -- I

Waring: think they merely pay the expenses of getting them there. This may be twenty-five dollars, or something like that.

Fry: I see. Well that sounds like a wonderful idea.

Waring: I wish something could be done here, that they'd turn over two men to us. Because we could use them to sell the University, to sell Extension throughout the state.

Fry: Yes. It's easy to sit here and think of the really outstanding men on the campus that everyone would want to hear.

## EXTENSION'S INFLUENCE THROUGHOUT CALIFORNIA

Fry: How much does California use Extension for interpreting the University to the people?

Waring: You mean on the political field?

Fry: Yes.

Waring: None. We are not allowed to.

Fry: How do you keep from it? Sometimes it can be a pretty fine line.

Waring: Yes. But if the University -- I mean, if there is a movement which they can trace back to University Extension we are told about it and that we are not to interfere. I don't think this is unfair or that it's wrong. We are part of the University of California. We work for them and what is best for the University of California in the minds and the decisions of the administration of the University should be best for Extension. We do not want the tail to wag the dog.

The fact is that the University has never

Waring: done very much of this. For a long time the Regents felt that the University did not need this, that we were the highest pinnacle of success, and the people ought to recognize it. And I can remember back in the Thirties where the Regents severely criticized even the small budgets which were then being administered for public relations and promotion of the University. They did not feel this was necessary. There's been some switch now.

Fry: It looks like the experiences of the Thirties would point out the fallacy.

Waring: Well, the University of California has never really suffered too badly. The situation, in my opinion -- for whatever it's worth -- is much more critical now with the great growth and the power and influence of the state colleges and junior colleges. They, being local, the grass roots, and having their representatives fighting for their particular projects. Well, the University of California has no one; being statewide in its activity, we supposedly represent the whole state.

Fry: Well, is extension ever used as the lever on the legislature, as agricultural extension was when the

Fry: appropriations were low?

Waring: Well, Mr. Corley, who is the representative to Sacramento for the University, has told me many times that University Extension is now the second greatest influence or power which the University has on the taxpayers and on the people who send their representatives to Sacramento.

Fry: Yes. In other words the University has to have something as a sort of -- I should use a more delicate term than blackmail agent. "If they cut our appropriations, we will just have to cut out these services..."

Waring: "Or the people will rise in their wrath and..." But this is not only -- I mean, I think that this should be much more stressed; it should have much more influence. I think that the faculty of the University doesn't realize this. I think that the faculty has the feeling that their job is to do research, to develop knowledge, and teach the students who come here. But they do not realize, in my opinion, their much greater duty, or job, is to disseminate the information which is developed here. And this is

Waring: what the Extension should be doing, and should be allowed to do, and should be encouraged to do, and should be supported to do.

Fry: You mean specific results of research done here at California, much as the agriculture department does?

Waring: Yes. But ag extension has done this to a greater extent than any other. Of course, they have had federal funds to do this.

Fry: Yes.

Waring: But they have done it, and they have done a much better job of disseminating information regarding agricultural science, and agriculture fields, than any other field has done.

Fry: How would this be done through Extension? I know that some other universities do this to a degree. How do you go about disseminating information from a social science research project and things like that? Do you wait for the groups to contact you?

Waring: Well, you can. The fact is I just happen to have a few proposals on my desk from the Fund for Adult Education, which is along this line in sociology and social sciences. The idea is to get some

Waring: additional funds from the Fund for Adult Education, to help to develop this field, and to take it out to the community and train civic leaders, train boards of directors of non-profit organizations -- by this I mean community chests, and some of these agencies like your Good Will, and all these non-profit organizations -- to enable them to do a greater job, to enlighten the civic leaders and... What's the word I want...

Fry: To give them a philosophy...

Waring: To give them a philosophy so that they can do a better job in their communities, and for the community.

## EXTENSION, ITS FACULTY AND CURRICULUM

Fry: When you first came here professors were paid in proportion to the number of students they taught in their classes, weren't they?

Waring: Yes, that is one way of expressing it. They were paid on a sliding scale based on the number of students enrolled. And what it amounted to was that for between twenty and thirty-five students they were paid half of the fees which were collected for that particular class. This had many advantages, as you can see, from a business point of view.

Fry: Yes, it kept your expenses in line with your income.

Waring: There was at least some relationship between the income and the expenditures. The faculty objected to this way of payment for a number of reasons. One of them being that your elementary courses like, say, accounting 1A (which might have forty or fifty

Waring: people in it and did not take an especially skilled instructor or a full professor, we'll say, to teach the course) because of the enrollment they would get ten dollars an hour. But then we go on to more advanced courses like budgetary accounting, or cost accounting, where we might have only fifteen or eighteen students, they only got six dollars an hour. This seemed a little unfair to pay the better qualified instructors or professors less money to teach than those in a more elementary course.

Fry: Yes.

Waring: Also the faculty, I think, felt that there were certain -- because of the monetary, the additional four-and-a-half which he got per student...

Fry: Four-and-a-half per cent?

Waring: No, $4.50 per student in a fifteen hour course. You see, the student at that time paid nine dollars, so the instructor got half of that, or $4.50.

Fry: Oh, I see.

Waring: So because of the additional $4.50 which he received for each student, he was not maybe as selective as he might be in allowing students into his class, and

Waring: maybe he kept certain students who he should not keep in the class because of this. I think this is a terrible criticism from the faculty, and I don't believe it's true, but this is one of the arguments which were used. So they forced us into -- or they recommended (and we are an extension of the faculty) -- so we went to a flat ten dollars per hour for instruction.

Fry: That's interesting. I think back in 1920 it was also ten dollars an hour for instruction.

Waring: Well, I don't know this. I mean this is before my time.

Fry: How did they arrive at ten dollars an hour?

Waring: Well, because ten dollars an hour was the maximum for an enrollment of about thirty-five.

Fry: Oh, based on the old plan.

Waring: Based on the old plan. And so, as you know, you can never go below the maximum in any new plan. (laughter).

Fry: I also heard that the faculty was afraid that some of the instructors, in trying to aim at a larger class to teach, would dilute their courses a little

Fry: bit. This seemed to be a fear on the part of some I have talked with.

Waring: Yes, this was the idea, that because of their interest in getting the additional $4.50, they would allow students in their class, or keep them in their class, who were not as well qualified to keep up with the average in the class, and therefore he'd have to slow down his instruction for these one or two students who were at the lower ebb.

Fry: So that the academic standards would fall.

Waring: That's correct.

Fry: Well, how does this ten dollars an hour rate seem to be working out?

Waring: Well, I think the faculty would now like to have twelve dollars an hour -- fifteen dollars an hour -- and I'm not saying that they shouldn't do this, I mean that they aren't entitled to it. There are a number of ways of figuring the compensation. But I can say this much. With our present fee schedule we have to average about twenty-five students per class to keep the instructor's compensation below about fifty-five per cent, which is the maximum

Waring: that we can pay when you take into consideration the other expenditures of operating at Extension, and also at the level of state support under which we are now operating.

Fry: I was wondering if you have ever considered paying a faculty member in relation to his rank in the faculty.

Waring: Yes, this has been considered. The difficulty there is that probably half or more of our faculty -- I mean of the people teaching for Extension -- are non-University faculty people. So therefore we would come up against the problem of evaluating the man's commercial or professional life in terms of faculty. And I don't think any University Extension organizer or any faculty committee wants to do this.

Fry: It also seemed a little bit unfair when you consider that the beginning instructors and assistant professors who really need this additional income from Extension couldn't get paid as much as a full professor.

Waring: This is right. One of the purposes, of course, of Extension teaching, aside from the great value of

Waring: getting to know people outside of the University and giving services to the state, also getting the broadening experiences of teaching people who are not students and who have had some experience in the commercial or professional world, in addition to all that, it enabled the young instructors and assistant professors to supplement their salary a bit.

Fry: Yes.

Waring: One of the great problems in this respect that Extension has to face is the great emphasis that the University places upon research and publication for advancement. And they do not recognize University Extension teaching in their evaluation of a person for academic promotion.

I might tell you one interesting story along this line. We were talking about evaluating the teaching and also the type of student that we had in some of our classes. I am reminded of an experience which Dean Boelter tells of when he was teaching for Extension. Dean Boelter is now dean of the engineering school at UCLA and one of the

Waring: foremost engineering educators that this country has, and also a great exponent of University Extension. He was teaching this class in engineering and he spent the whole two-hour period developing and explaining an engineering schedule, or formula, for computing some engineering theory which I have forgotten. And after the class was over two men came up to him after the class and said that they were very much interested in Dean Boelter's explanation of this because they were the two men who had made up the formula. Two of his students had made up the formula which he had spent two hours explaining to the class! (laughter)

Fry: This was probably a little bit of shock to him.

Waring: It was. And he loved to tell this story as evidence of the type of student you often get in Extension courses.

Fry: So you have to aim your teaching at a much more sophisticated level usually, I guess.

Waring: And very often the students are... I mean, one of the interesting things is the level or the characterization that make up Extension classes. Dean Sheats has

Waring: just made up a report for one of the interim committees investigating University Extension on this. I happened to see it here on the desk, and it's very interesting. One of the figures that sticks in my head is that 56 per cent of University Extension students are college graduates, which means that we are teaching at a higher level of education.

Fry: Yes. Almost puts it on a level with the graduate school. How many non-high school graduates do you have now, I wonder.

Waring: At the moment I can give you the exact figure. I just happened to see it here... (laughter)

Fry: Lucky that we're doing this interview in Dean Sheats' office.

Waring: Less than high school graduates is 1.6 per cent; high school graduates, 14. 2 per cent; up to three years of college, 27.6 per cent; bachelors' degrees, 47.5 per cent; masters' degrees, 7.7 per cent; and doctors' degrees, 1.4 per cent. So we have almost as many doctors' degrees as we have below high school.

Fry: With most of them college graduates. That's quite a curve. Is this surprising to people at Extension

Fry: or have you been operating and planning courses with these levels in mind for quite a few years?

Waring: This is not nearly as surprising to Extension as it is to people who do not know as much about Extension as we do.

Fry: The ones who cry about the standards.

Waring: Because of the junior colleges and state colleges in the system in the state of California we do try to particularly aim towards this higher level -- upper-division and graduate, or graduate and professional. We shouldn't call it "graduate" or "post-graduate" work. As you know, University Extension in only a few departments is authorized to give graduate credit, but we aim at the graduate level, and the post-graduate.

Of course, a good many -- I shouldn't say a good many -- but a number of our courses do not carry credit, but they are at a high level. Some are lecture courses in space technology, and nuclear engineering. And they are aimed at more the professional level, at people who have graduated and been out in the world of business, and they are

Waring: either taking a refresher, or catching up to date, or they are particularly interested in a certain phase of development. And this is particularly true in engineering. And of course entirely true in our law courses and in our medical courses, dentistry, pharmacy, and other professional fields.

Fry: And then I guess, too, that you have a lot of people who come in wanting to find out something on a very high level in a field that's relatively new to them.

Waring: That's right. Some recent developments. Of course, the big boom that we got was space technology and nuclear energy. So many people were in this work, or were getting into the work, who had not had an opportunity to be trained in these specific fields. This is one of the services that we hope we are performing for the people of the state.

Fry: I was going to ask you if the emphasis on your over all curricula has been toward sciences as it has been nearly everywhere else in the past few years.

Waring: This has been one of our fields in which we have had the greatest increase in enrollment, and we have aimed at this. And we have gotten a lot of help for

Waring: this from the scientific foundations -- National Science Foundation, Rockefeller, Ford, Rosenberg, and all those. I think I mentioned in the former interview that we now have -- that north has about a million dollars in grant programs, in foundation-supported programs, largely in the scientific fields. Although Rosenberg is very much interested in the educational field and the speeding up of the training of teachers. And, of course, the National Science Foundation has done a great deal in the science field in not only bringing the high school and junior college teachers up to date in scientific development, but also in trying to improve their teaching techniques, to make them better teachers, and thus hold the interest -- or create interest -- in students at the lower levels, to interest them in going on into upper division and graduate work in scientific fields.

Fry: I see. And there hasn't been as much increased interest in the humanities or social sciences?

Waring: No, not as much. We have done a great deal in what we call discussion programs, in which a class, or a

Waring: group of twenty to twenty-five students get together with a prescribed reading list in certain fields -- in American government, in Russian government, in international relations, in the arts, and by that I mean art itself, painting or sculpture...

Fry: Oh, fine arts.

Waring: Fine arts. And then they select a leader -- a discussion leader it's called.

Fry: Like "Great Books?"

Waring: Yes, something of the same general procedure. And then they do the outside reading and come prepared to discuss this. And when we started these, particularly in the political science field, I know the political science department was very interested.

Charles Aiken, head of political science, said that he was amazed at the great care that had been taken in the establishing of the reading material. And he said that no one could have done a finer job than this. This was done by the American Foundation of Political Education. And he said he knew the material very well; he had read it all at least

Waring: a hundred times, and that he wasn't sure what all of it meant himself, and he was supposedly a trained man in this field. And he wondered what the results would be when you got to the unindoctrinated or uninitiated in these fields and they spent their time discussing it. He wondered what happened to them then. But he approved the program and I think he has been very pleased with the results. What he said was that he would be interested in having the foundation give him a million dollars to study these groups before and after and see what had happened to them, what changes had taken place in their political thinking.

Fry: Has anyone ever done anything like that in Extension?

Waring: Nothing I know about. I mean this would be quite a problem, and quite a piece of research and would take quite a bit of doing.

Fry: Some faculty member the other day on another interview was saying that one of the difficulties for professors (particularly assistant professors and the younger ones who were brought here to California) one of the difficulties in having Extension use them

Fry: was that the departments are tempted to hire them and say: "We know that your salary is a little low, but you can teach in Extension and supplement it." And this, of course, puts the prospective teacher under a sort of obligation to not only keep up his duties in the department but in Extension as well. And his superiors feel that his departmental work falls down.

Waring: Yes. But you see Vice President Woods, when he was vice president of the University Extension, developed a theory that the faculty time is divided in about this way: about 60 per cent teaching; 20 per cent committee or administrative work; and 20 per cent research. Now, if they spend too much of their time teaching at University Extension, they have to sacrifice either research or committee work. And these are the two -- the research and the committee work -- is what they are judged for promotion on. And this is one of the great, not fights, but arguments, which University Extension will have to try to work out: to have the Academic Senate or the promotion committee recognize the value of Extension teaching,

Waring: as well as the other factors.

Fry: As well as the traditional trinity.

Waring: That's right.

INTERNAL BUDGET OF EXTENSION

Fry: In the internal budget of Extension some departments are more than self-supporting and others don't quite cover their own expenses. Now, what about these that are more than self-supporting? Do you take money from them and give it to the ones that don't quite make it?

Waring: We like to look at University Extension's budget as an overall activity, not only for the area -- for the northern and southern area -- but also statewide. And what we are trying to do is to produce a program. And we know that certain programs cost us more money than certain other programs. We know that when we go into the hinterland, away from the metropolitan centers, that the costs are increased by the travel and the subsistence of our instructors on occasions. We know that the possibility of getting large classes is reduced, because there are fewer people available

Waring: or fewer people interested in any particular one subject. But what we try to do is to get an overall picture -- I mean an overall program -- and we try to expand it as far as we can to the extent that our income and budget will allow.

Fry: In other words, each department does not think of keeping its own income. Instead it puts this into a sort of general pool from which you make the entire budget.

Waring: That's right. Except that we do keep track of it by department. We have now gone into a study of percentages for different types of expenditures. For example, one department, we'll say, may spend twenty per cent for administration; another department may spend eighteen; some may be down to fifteen. And we try to establish some percentage norms, which we can then compare department by department, and where a department varies from the norm to any very large extent -- there may be perfectly justifiable reasons for this -- but at least it gives us a flag to go in and to study that department and see why it varies from what our norm should be. We do this for

Waring: administration, we do it for teachers' compensation, we do it for promotion, and so forth. And then we know what our general overhead is in terms of percentage of income. And so we apply this to the results of the income and expenses for the year for that department. This also is applied to our budgeting process.

Fry: I see. Well, I have just chosen one department at random. It happens to be business administration classes. The worker there told me that to their estimated budget they added thirty per cent for these overhead expenses. Is that the norm?

Waring: No. What she was talking about, I'm sure, is what we call a special class budget. We have our standard fees, and standard compensation for most of our classes. But then if, because of travel, or because of particular expenditures maybe we have to pay an instructor more, maybe his travel subsistence is more, maybe special promotion or some other reason, or laboratory supplies, or something like that which varies from the normal class administration -- I mean from the normal expenditures -- we then prepare

Waring: a special type budget on that. And this may be -- this may affect the minimum enrollment for which we would operate the class. Or we may raise the fee on this class to cover these additional expenditures.

But when we do this, then in the budget for that specific special class, we are only listing the out-of-pocket expense, the actual expenditures for that class. We then add thirty per cent ( or twenty-five per cent, depending on whether it's a conference or a class) to cover not only the administrative expenses of the academic department, but then the general administrative expense of University Extension.

Fry: Yes, I understand now.

Is there anything else you'd like to add to the way the budget is prepared inside Extension?

Waring: Well, we supply the University Extension academic departments, or administrative departments, with an itemization of their expenditures for the previous year. Then they propose, or they request, what they think they will need for the next year. A conference is held with each head of an academic department. And this is gone over with him and he says, "Well,

Waring: we're going to offer ten more classes," or twenty more classes, and so forth and so on -- "and this is why our requests are going up." They have to justify not only their income estimates but their expenditures. This is then put together areawise -- by that I mean Northern Area, Southern Area -- and we see how it comes out.

Fry: Who puts it together? You?

Waring: This is done by the business manager, as he is now called. He probably does the actual work. And then this is discussed with the area director, the head of the area, north and south. Mr. Engelbert in the North and his counterpart in the South. Then it goes to the dean's financial advisor, who puts it together statewide then. This is Dean Sheats' financial advisor, Mr. Moyal.

And then we see how we come out, whether we balance or not, or whether certain things look high or low, or where cuts can be made if they have to be made. And this is done at a meeting of what is called the Program Committee, which is made up of the dean and his advisors, the area directors -- the North

Waring: and South -- the associate directors, assistant directors, and the business manager. Let's see, about twelve to fourteen people. And this is discussed there and maybe there are some backdoor sessions where various proposals are made.

But then a balanced budget is presented to the administration -- the president's office, Vice President Wellman now, and the budget officer -- who goes over it, and they may do whatever they feel they have to do in presenting it to the Board of Regents. The Board of Regents then acts upon it, however they feel they have to, and it is then submitted to the -- it is then combined with the entire University budget and submitted to Sacramento for the governor's study and recommendations to the state legislature, who then passes the budget.

## EXTENSION AND THE REGENTS

Fry: You were speaking of federal funds helping out after the war. You were in the accounting office during the depression when Extension got funds from National Adult Education. Did Extension profit any from that, do you know?

Waring: No, I don't think that we did. Did you know that there is currently one being considered by congress, similar to ag extension, for general extension services?

Fry: Oh?

Waring: And this is based, as the ag extension one is based, on population within the state. This is designed for land-grant colleges, state universities, just as the Ag Extension Act is. And this would be a great boon to Extension financially if there were not too many restrictions tied to it as to how it was used, and any dictates of the educational policies which have

Waring: to be controlled by...

Fry: The University.

Waring: I think everyone should clearly understand that University Extension does not have any academic entity in itself. It is -- just as our name implies -- an extension of the University. And we cannot, and do not, do anything which does not have the sponsorship, the direct, specific approval, of the academic department and the Academic Senate. And I, for one, do not think that University Extension should ever go into a college program where we have our own faculty, as separated from the University faculty, or where we grant degrees separate from University degrees. I think that our strength and our value lies in our direct tie-in with the University, with the parent institution.

Fry: Literally, bringing the University to the people. Is that a well accepted policy by Extension?

Waring: I think it is in Extension. You mean in Extension?

Fry: Yes, in Extension administration. I imagine it is in the University too, isn't it?

Waring: Well, I think that most people... I think that maybe

Waring: one or two would like to see us in the evening college business because there is money in it. But our great difficulty now is not to have the financing influence the education policy too much at this time.

Fry: You have told me something about the Powell Street Building, and how that came under Extension. You don't pay rent on that now, do you?

Waring: The fact is that we don't own the Powell Street Building any more.

Fry: First the Regents owned it, is that it?

Waring: They had the Powell Street Building, 540 Powell Street. The University and the Regents bought it from the Elks Club with endowment funds. And then they charged University Extension a rental, which we collected from fees, or got from state appropriation, as time went on. And the rental was then paid as interest to the Endowment Fund. And this went on for a number of years, until it was discovered that we had more than paid back the amount of money which had been borrowed at the current interest rate.

Fry: About when was this?

Waring: This was, I'd say, 1948-49, along in there.

Fry: After you came into office.

Waring: Yes. And the Regents then diverted other funds. I mean they took other funds and reimbursed the Endowment Fund. So that this building was now paid for in effect, and was owned by the Regents. So then for a period of time we did not pay any rent; we just paid the maintenance on 540 Powell Street. But it became too small. We rented space at 140 Montgomery Street. And we had a whole building there for a while. Then we had three-quarters of the building. And then we were growing and we had to do something else. And at this time the state notified us that the old San Francisco State College campus, out at Laguna Street, right at the corner across from the U.S. Mint, just off of Market, was going to be put up at public auction, with a minimum bid of $450,000.

This property of two city blocks had two major permanent buildings on it, which were Burke Hall and.... This went to public bid and there were no public bids. How and why nobody knows, because the property is worth two or three times that amount. So we moved -- the Regents of the University moved

Waring: in then. And, after a matter of a couple of years, we worked out a deal by which they would give us the property. But then San Francisco State had felt that while they'd gotten a new campus they still felt that they had a basis for getting something out of it. And as a political movement or a compromise we agreed to transfer the 540 Powell Street building for the old San Francisco State College campus.

Fry: You mean trade?

Waring: Trade. Even trade. So San Francisco State College is now operating its extension service at 540 Powell Street, our old quarters. And we have taken their whole campus at Laguna Street, which is now called the San Francisco Extension Center.

Fry: Yes.

Waring: And we have one of the most beautiful and well-equipped training centers that there is in the United States.

Fry: In the name of the Regents?

Waring: Yes. This is in the name of the Regents. The University borrowed -- I mean University Extension -- borrowed about $800,000 from the Regents to alter these quarters and to develop them. This is being paid back as a rental again.

Fry: Oh, I see.

Waring: But for the privacy of the University, this $800,000 is a part of our state support -- of our claim against state support.

Fry: Oh, it is.

Waring: I don't think an issue should be made of this, but you see, this is a part of our regular maintenance budget which is a part of our request to the state.

Fry: I see. So the University gives it to you in order that you can return it to the University.

Waring: Of course all property, even the buildings which have been built for the use of the Associated Students of the University of California, are owned by the Regents. For instance Stephens Union, and Eshelman, they were both built by ASUC, and the football stadium; the land, the building, and everything else is in the name of the Regents, but the Associated Students had built the building, built the structures.

Fry: I think somewhere I read that it was decided that a surplus of $300,000 should be maintained as a reserve for Extension. Now, what happens if you happen to be lucky enough to accumulate more? Does

Fry: this go back into the University budget?

Waring: We are allowed to... Any excess income over Extension's operations for a year goes into University Extension reserve. This was set in the 1952-53 report at $300,000. It has been increased since then, as our operations have gone up. And it has now been set -- the maximum has been set -- at ten per cent of our income.

Fry: Oh, I see.

Waring: So we currently are operating at about $6,000,000 a year, so it is currently set up at about $600,000, for the maximum surplus. The implication is that if we exceed this that the Regents will take the excess. We are currently over it, but no one has taken any money so far. We're hoping that they will overlook this portion of our agreement with them. Or that we can find adequate use for the money, which the Regents will approve, to reduce our reserve, in non-current expenditures like expanding our facilities at an extension center, or expansion of a building in an extension center, or a University center, in some other locality. For instance, our business

Waring: currently in Sacramento is sufficient to warrant a classroom building and an administration building up there. And this would have many advantages. And maybe soon this money will be diverted, and will be taken out of our reserve for these express purposes, rather than just returned to the University.

Fry: You know, this brings up another point. As long as there is a cooperative set-up for appropriations of Extension and the University, I should think that the administration would be happy to have Extension do any lobbying it can -- without any fear of competition between Extension and the University for funds.

Waring: I feel this also. And the fact is this hasn't come out in this interview but, as you know, at the department of finance for the current year, 1959-60, when this budget was proposed to the governor, the governor, in his budget recommendations, proposed that no money, no state money, be given to the University Extension on the basis that the state colleges operated extension service without any support. This is not true. And there is now a legislative committee appointed to investigate this.

Waring: This is too complex a problem to go into here. But subsequent to the governor's decision not to give us any money there was a conference between President Kerr and the governor and it was agreed to give us half of what we had asked for. And so we received between $500,000 and $600,000 this year from the state. And this is why, at the present time, University Extension is in difficult financial straits, although we have this reserve which has been mentioned, which can be used in case we wind up with a deficit. And we hope that the deficit will not be too large. But I think that, without doubt, it will curtail some of our activities, some of our exploratory or developmental work in certain fields, and will hinder us in some of our projects of expanding the facilities of Extension to the outlying districts, which are not as heavily populated as the San Francisco and Los Angeles areas. And therefore our chances of getting large enrollments is reduced. And the expense of conducting classes a considerable distance from Berkeley and Los Angeles increases in moving faculty, and taking them out for a night, and

Waring: so on and so forth. There are fifteen nights (one night a week for fifteen weeks) and when you get any distance it costs ten to fifteendollars a trip to reimburse them for their expenses which they use for travel and subsistence. This increases the cost considerably, as you can see.

Fry: Well apparently, then, President Kerr went to bat for Extension on this. Is that right?

Waring: Yes, it is. That's correct. And we're very hopeful that this committee will come up with the true facts in cases regarding state colleges, and regarding Extension.

Fry: Who's on the committee? Are they state college men, or...?

Waring: This is a legislative committee, a group of legislators. And I don't knowwho is on it. The fact is that I am not certain that the committee has been activated as yet.

Fry: What about the Regents? Do they have any ways of stepping in with their own power and influence for situations like this?

Waring: Well, yes. And I think that the University and the

Waring: Regents realize the part that Extension is playing and can play.

Fry: Its potential in building up public opinion?

Waring: That's right. In building up public opinion as well as -- I don't think we should stress that too much -- as well as disseminating the information about the training which is available here at the University too, and to improve the state, and the people in it, as ag extension has done to the farmers. And it raises the question why, if the farmers' training should be subsidized, why commercial, or business, or industrial phases of the state should not be. And this is one of the bases of our justification for this general education and general adult education bill in Washington now.

Fry: Yes, this must be the feeling of a number of extensions throughout the country.

While you've been in office here as business manager, who have been some of the main friends of Extension on the Board of Regents?

Waring: Oh, I don't know. I mean, we don't have much contact with the Board of Regents. We have our contact

Waring: with the central administration, the top administrators. And, of course, Sproul, and Corley, Kerr, and Lundberg -- well, all of the top administrators have bean, I'm sure, impressed with Extension and the job they were doing. And, as you know, the Regents generally approve what the administration recommends.

Fry: Yes.

Waring: Just like any board of directors approves what their officers recommend, or they get new officers.

Fry: Yes. Well, maybe. Or a new president.

Waring: Yes, that's what I mean, new officers, new managerial people.

Fry: Leon Richardson presented his own budget to the Regents, didn't he?

Waring: No. Well, I wasn't here while Richardson was here. But I thought it was done very much like it is now. Our budget is presented to the president, or to his representative budget officer. And now he's turned over the budget matters to Vice President Wellman. They then decide on what the University budget is, including Extension's share. And then the total budget is presented to the Board of Regents.

Waring: This portion of the budget is too big to present all at one meeting. So the day that Extension's portion of the budget, along with others, is presented to the Board of Regents by Dean Sheats, we'll probably be there to answer any questions that the Regents may have in relation to University Extension's portion of the new University budget. But Extension does not present their budget directly to the Regents; it is presented through the president.

Fry: I see. Well, that may be what Richardson did then. I had read that he was present at some of the Regents' meetings on the budget. He was not the aggressive one? Or, in other words, you only answer the questions?

Waring: That's right. They may give you five minutes to make a pitch for your budget.

Fry: Wood did this too, didn't he?

Waring: Yes, Wood did it, and Dean Sheats has done it, and I have done it at some of the meetings where I was, as we would say, a resource person.

Fry: Oh, you were. What is that like? What sort of questions do the Regents ask?

Waring: Well, you never know, you never know. They may, as in most cases, ask about policy maybe. I've been there when they have said, "What's Extension going to do? Are they going to rent space forever? Do they own this space? Should they rent it? What are they going to do? What is the goal of Extension? Will they just grow forever?" There are a lot of people worried about the size of Extension now. Because, as we've pointed out, it has grown in fifteen years from $1,000,000 to $6,500,000 or $6,250,000.

Fry: They're afraid it might wag the dog.

Waring: Wag the dog. That's right. And there are faculty members, I am sure, who are worried about the educational level of some of the work that we do.

Fry: Does this concern permeate the Regents too?

Waring: I don't think so. You see, most of our Regents are lawyers and businessmen. And the majority of them are not, shall we say, of a strictly academic background. And for instance, the lawyers, they know what Extension is doing for them. Our law program is one of our most important programs. We have

Waring: currently 6,000 enrolled each semester, which represents about forty per cent of every attorney in the state of California. And this is a considerable percentage. This is one of our very strong programs and I'm sure there are three or four members of the Board of Regents who come from legal backgrounds; they realize this.

Fry: What about the bankers? Don't you also have a banking program?

Waring: We have a strong program for the San Francisco banks. All the banks in San Francisco have banded together with an advisory committee, and we take thirty-five nominees by the various banks. These nominees are proportioned out in relation to the size of the banks, as to how many each bank can have. We take thirty-five each year and start them on a three year training program. And these are the top second echelon, generally, those who are just brand new vice presidents, or are about to be vice presidents.

Fry: Yes.

Waring: It's not strictly banking that we try to teach them, but it's human relations. One person I know is in

Waring: business cycles and financial trends. But it's not to teach them how to be a banker; it's to teach them how...

Fry: How the bank fits into the whole financial picture, and also how human beings are involved in it too? Then you might have an unexpected byproduct favorable to Extension, too, eventually. Are there any other prominent professional men who have direct contact with Extension that you can think of?

Waring: Well, for instance, there's the doctors. We have this very large postgraduate medical program, medical and health science program.

Fry: Are there any doctors on the Regents?

Waring: Dr. Naffziger. And he is one of our great friends, I'm sure, because he knows the work that we are doing.

This is my whole thesis: that if more people knew the work we were doing we would have more support. This is why I say that one of our biggest jobs is to do some adult education work on our own faculty, on our administration, on the Board of Regents, and on the state legislature. If they

Waring: knew what we were doing and what we can do -- the program we were doing -- we wouldn't have to fight the battle each year for support.

Fry: Your main problem is one of communication then, and disseminating this picture of Extension. Has Regent Neylan played any role in Extension?

Waring: Well, Regent Neylan, as far as I know, was never our enemy. I remember I went in one day to take in a lease for some space that we needed in San Francisco -- in fact at 140 Montgomery, which I mentioned -- and he started asking me questions about where was Extension going, and, as I've mentioned, are we going to lease space always, should we buy space, and so forth and so on. He was chairman of the Board of Regents at that time. And he said -- this was when we were just getting started with our law program -- and he said at this time, "Someday you'll be..." (I suppose I'd told him that we would expand.) He said, "I suppose someday you'll be teaching us lawyers." And I said, "We've been doing this for years, sir." And everybody laughed. And he had nothing more to say about the

Waring: lease question. (laughter)

Well, talking about John Francis Neylan, I can go back to the late Twenties, when I was acting as a sort of messenger for the University, and he was on the Board, and I used to take papers over to him to sign. I used to go over to take papers back and forth to the Regents' meetings and also daily there were papers to be signed. He was always very pleasant and very nice to me. He generally sat in his office, or practically always, with his door open. When he saw me there he would motion me to come in, regardless of who was there, sign the papers, and get me gone, instead of leaving me sitting out there for a half to three-quarters of an hour. He was very pleasant to me. I think, as he grew older, he got a little crotchety... and he, without doubt, was not one of President Sproul's greatest supporters. (laughter)

EXTENSION'S INCOME FROM GOVERNMENT AND FOUNDATION GRANTS

Waring: I thought you might be interested in a little bit on these grants.

Fry: I wish you would go into that.

Waring: Well, we have started in on grants, on administrative grants. This is largely financial administration. You see, in Sproul's time one of our jobs was, as he said, to extend the facilities of the University in any way he wanted us to. And when a large project of some kind -- whether a branch project, or some other -- for instance, activities of the Committee of Drama, Lectures, and Music, and the activities of the Intercampus Arts Exchange Committee, and various things of that kind, came up, he would turn them over to us for financial administration. We were set up to do this sort of work, and it would be foolish to set up little autonomous business

Waring: managements or financial managements in various academic departments, or such places. So he turned these over to us.

This was at the start. And then we got into training grants. I mean, well, most people think of grants as research grants. But the ones which we are administering, and we're administering a number of them now, are training grants really. And this got a great impetus at the time of Sputnik, and there was a great emphasis then on the science training in the United States. The National Science Foundation was then granted large amounts of money from the government to train high school and junior college and college teachers, not only in subject matter but in teaching also, to improve their teaching and to get people interested in the scientific field. And so we got into this through the request coming to the University, did they want some grants. And they were turned over to Extension. And we worked with the academic departments involved in designing courses, and in establishing curricula, and various things like this. We financially

Waring: administer them. And this is done because we can do this, and because of our large self-support, and because we...

Fry: You already have the machinery.

Waring: We have the machinery and we can expand the machinery as we need to as funds become available, you see. While an academic department or campus department who are largely dependent on state funds, which are asked for a year or more in advance, cannot expand their facilities without a change in their -- I mean, it's more complicated to change their budgets than it is... Well, say University Extension, instead of taking in $5,000,000 is going to take in $5,500,000 . Therefore they can appropriate this additional income to us to spend. And so we can increase our staffs in this way to take care of these more or less emergencies or extracurricular activities, as they might be called.

Fry: So that these departments actually use part of Extension's funds? That's the way it is on paper.

Waring: Yes. We take over the entire project -- administration of it. And we pay them for any teaching, or

Waring: coordinating, or administrating that they may do. And this also is the beauty of it, because it supplements their income.

Fry: Well, do they feel that they have enough say in the activities?

Waring: Oh, yes, I'm sure that they do. And they are not equipped, prepared, or interested in doing the administrative work involved.

There's the other type of grant that we may get into occasionally. And the only reason that it is turned over to us is because it may be interdisciplinary. That is, it may affect two, or three, or more departments, academic departments. Now, this would be hard for one department to operate, you see. If you're training teachers in a series of fields like biology, bacteriology, chemistry, or physics.

Fry: This is like your grants in the sciences, again.

Waring: Yes. I'm back to my natural sciences program again. We currently have a request in for about $800,000, and before we get to the end of the year it will probably reach a million dollars. I should say

Waring: just one thing about that. These large, astronomical amounts which I mention here are not all for training expenses. These people the National Science Foundations bring to the campus for training during the summer period (when it's largely done) are also paid travel stipends, including dependents, and so forth, which are roughly equivalent to what they could earn on the outside during the summer months.

Fry: That's fortunate for the teachers.

Waring: Yes. So they can come here and improve their knowledge and their teaching ability. You see, this is where we are especially good on this because we -- let us say in the physics department, in the subject matter -- but we also get the interest of the education department to improve their teaching techniques.

Fry: And at the same time, then, this puts Extension on a little bit cosier terms with more departments, doesn't it?

Waring: Yes. It helps our relations with the faculty, and in this way we then interest them in developing

Waring: courses. And we also have a number of grants from the Atomic Energy Commission -- from AEC -- for training. And we just recently got one for $100,000 for the purchase of equipment with which we will establish an equipment pool. Then, if the physics department wants to borrow a piece of equipment, they can come to us and get it, or the chemistry department, or whoever it helps.

Fry: Is this equipment for research or for training teachers?

Waring: No, this is equipment for research. The thing which they have found, if they give it to the physics department, we'll say -- I don't mean to pick on the physics department, or any department --

Fry: As an example.

Waring: Yes. Then if the chemistry department wants to borrow it, the physics department says, "It belongs to us and you can't have it." Or, "We're going to be using it next week." But, when it's in a pool, we can then shift it around...

Fry: Check it out...

Waring: Yes, check it out, and determine how long they're

Waring: going to be using it. And the AEC thinks that they'll get greater use out of the equipment which they give to the University by having it administered by Extension in a pool than by giving it to an individual department.

Fry: So you could become, really, then, a sort of central administrative structure for anything that's interdepartmental, and has to be passed around?

Waring: We like to think of ourselves this way.

Fry: I see. There's just no other place on the campus that can do this, is there? The dean's office, or vice president's office?

Waring: It could be done by the campus business manager, setting up an organization there. He could perform the same functions as I do, or which Extension does. Except that the heads -- as we call them -- of our academic departments, they work with the campus academic departments in the development of the program. And, for instance, our engineering and science department not only takes in all the engineering field, but it also takes in physics, chemistry, mathematics, bacteriology, and biology.

Fry: So you have the sciences too. When did this first start, this trend toward working with foundations and getting funds from them?

Waring: I think, very largely, it started about -- I'm not sure whether this is accurate -- I think this is our third year. Maybe it's our fourth year with National Science Foundation. You know, it's like a great many other things, once you get an opening wedge on something then it just expands. As the saying goes, "Nothing succeeds like success." And we started out with just one program with National Science, and we'll probably have about five or six by next summer.

Fry: And then you have this Fund for Adult Education -- I mean, Fund for the Republic.

Waring: It's called Fund for Adult Education.

Fry: Oh. Is that part of Ford Foundation?

Waring: Yes. You see, Ford Foundation is split into a number of parts.

Fry: I notice one of your earliest ones was Rockefeller Foundation.

Waring: Yes. We still have Rockefeller. We also do a lot

Waring: of work in education on the Rosenberg Foundation.

Fry: Well, I was just wondering if this had grown to be so important that you had to have one person delegated to handle foundations.

Waring: No, we don't do that. We have these academic heads -- I mean heads of University Extension academic departments. I don't like to call them organizers. I think probably a better term would be administrators. But they generally have a good foundation in the academic field in which they are administering. For instance, our engineering and science manager -- the head of it is a retired naval admiral who for a number of years was the officer in charge of the Navy Postgraduate Engineering School in Monterey. And this is the type of person. Now, our representative in education is a professor in education, Si Lund. The head of our business administration is Bill Goldner. And we also have Gene Burgess. Both of them are faculty members in the School of Business Administration.

Fry: So you still approach it from the academic line, then?

Waring: That's right.

Fry: That really keeps this in the heart of the University.

Waring: Yes. The other thing, the other type of grant that we have, I think I should mention. We have been doing a number of large institutes, or conferences, or conventions -- whatever you want to call them -- and these are international very often, in their scope. They come to the University of California -- we had one last year on prestressed concrete -- in which we had 450 people from all over the world here. And we go to foundations and ask them for additional support for this. And we just finished one for waste disposal in marine environment, which was an international conference. We go to the Office of Naval Research. We go to various scientific societies to get support for these things. We are putting on a symposium that's called "Rarified Gas Dynamics," for which we are asking for support from two places, the National Science Foundation, from the Office of Naval Research, from -- I've got these initials down here, but I can't recall the

Waring: names. (laughter). Well, from OSR and NASA*, and that is the National Association of Aeronautics, or something. And things like that.

So the campus academic departments can see these things, working in conjunction with our academic departments, so they get ideas and they can work them out together. And then a University Extension function is very largely the administration of the development of the conference. We get speakers. We go to them for advice. Then we contact the speakers. We arrange a place to hold it, and then put the thing on.

Fry: Can you remember if this was going on when you first came here?

Waring: No, it was not. It was not going on at all. This is a development since then.

Fry: Oh. Whose idea was it?

Waring: Well, I think it's a little hard to say whose idea it was.

Fry: It just evolved logically?

Waring: As these things came up President Sproul's rule a number of years ago was that -- for example, one of

*[Office of Scientific Research and National Aeronautics and Space Administration]

Waring: the ways we got started was that anything which was given during the two summer sessions on the Berkeley campus, or the one summer session on the UCLA campus, which did not fit into the summer session period of time, or was not a regular offering of summer session, would be dumped into University Extension. I don't know whether I should say this or not. I think his idea at one time was that University Extension would take over the summer session. Because summer session is also self-supporting, and it would fit in well with Extension's activities.

Fry: Yes, and as it was, Extension was having to work rather closely with it, I understand, to avoid duplication of courses.

Waring: Yes, and when I first came here in 1945 summer session was housed with Extension, while it was under different management. Vice President Woods was made statewide coordinator of summer session, and Dean Sheats currently is. He's acting currently in a dual capacity. It's not because he's dean of University Extension that he's coordinator of

Waring: summer session.

Fry: Oh, it's just two jobs then. But does it necessarily mean that this is creeping toward...

Waring: Well, it depends on what this new administration, how they visualize it.

Fry: This you're supposed to wait and see.

Waring: That's right.

Fry: Does Extension ever have anything to do with research grants?

Waring: Well, there is, I'm sure, considerable feeling in certain circles in a way, that University Extension, because it has no academic entity in itself, should not get into purely research projects.

I mentioned this adult education research grant which is currently going through the office. It would be a research project in social sciences -- community development -- which would be done in Extension. I mean, Extension would hire research people to do this work.

Fry: But this is on adult education. That's the subject matter of it, isn't it?

Waring: That's right. That's it. I'm sure that Dean Sheats

Waring: feels that we are qualified to do research here in adult education. We're not qualified to do research in physics.

Fry: However, if an industry comes to you and says, "We need some research done on engineering on a particular problem," can you say, "Well, we have just the department to do that for you if you have the finances"?

Waring: No. Personally, I think that we should stay a training school. We're bringing junior high school teachers, high school teachers, college teachers, or university teachers together. And we do the manual, physical administration. While the academic sponsorship, the academic control, the subject matter, the curriculum, will have to come from those qualified people who are in the University's academic departments.

Fry: So you wouldn't want to get too involved on funnelling research problems, even as an agent?

Waring: No, I don't think so. Because, as you know, the person who has control of the budget (and anyone that has financial administration controls the budget) -- the person that controls the budget controls the

Waring: project, and he dictates the whole scope of the activities.

Fry: The departments would really want to control it, you'd say?

Waring: Any good budget officer will tell you that the budget really only reflects the educational policy, or the other policy of the activities. But in practical working, the guy who controls the budget controls the project.

## UNIVERSITY EXTENSION IN THE EDUCATION STRUCTURE OF THE STATE

Waring: May I interrupt here a minute? I've been doing a great deal of thinking, and I'd like to put something on the record here about my thinking as to what Extension should be doing, and what its place should be at the University.

Fry: Sure.

Waring: In my opinion -- because people haven't thought about it, I guess -- too many people in the University, both faculty and administration, have a conception that the University of California's goal or objective is the research and training of graduate and undergraduate students. I think there is one further obligation which they have, which they do not recognize, and that is the dissemination of the information which is available at the University to the people of the state. Agricultural extension

Waring: has done this to a very fine extent in the agricultural field. But no one has done it for the other fields. And this is what I think University Extension's obligation is: University Extension should be designed to do this and should be equipped to do it. I think that the University has an obligation to the citizens of the state of California to do this. And I think that they do not recognize this to the extent that they should.

Fry: Yes. The state itself would be cutting its own throat if this was not made possible.

Waring: That's right. Because anyone who has been around here knows that it is practically impossible for a citizen of the state of California to come to this University and get any information. The Library isn't made easily available to them because they don't know how to use it. And the faculty do not have time to spend with them. And I think this is one of the things that University Extension can do and should be equipped -- and by that I mean Extension should be encouraged, it should be given support, moral as well as financial -- to do this

Waring: very important job for the state of California.

Fry: What about the attitude of the new administration toward Extension? Have you inklings about that either through budgetary decisions or otherwise? I mean, just how is it different from Sproul's?

Waring: Well, the new administration is a little new... (laughter)

Fry: We need an explanation of that Cheshire grin.

Waring: As you know, the governor advocated cutting out for 1959-60 all state support to University Extension on the basis that the state colleges did this without any support. This is not entirely true by a whole lot. And there is a legislative committee appointed now who are studying adult education costs, and the extent the state colleges are doing it, the junior colleges are doing it, and the University is doing it.

There is also an interim committee of the state colleges, the junior colleges, the University, and we now have private university and college representation on this committee, as well as high school representation. They are in a series of

Waring: meetings to establish a new scheme of education for the state of California: who should be in which fields; how far each agency should go; whether the state colleges should go into graduate work or whether they should not; and so forth and so on. And University Extension, and the activities of adult education -- whichever you prefer to call it -- is now also being closely studied in this regard.

There is also an Academic Senate committee of the University of California studying University Extension as to what its place should be within the University. The committee in the north and the committee in the south. So you can see that University Extension is being currently well investigated. And what comes out of it, of course, no one can prophesy right now. But these studies should be completed in the next, or at least some of them will be completed, in the next three or four months. And we welcome these investigations and surveys because we are sure the more people know about us, about University Extension and the work it is doing, the more support and sympathy we will

Waring: gain, and it will be to our advantage...

Fry: When they understand how unique Extension is...

Waring: and the job that it is doing. Do you realize that we had last year about... Let's see if I can find this here. We offered almost five thousand classes: this is classes, conferences, discussion groups, and correspondence courses. And we had 165,500 enrollment. This means that we are doing quite a job.

Fry: Yes.

Waring: And there is considerable good being done.

Fry: I don't understand how this could be done by the junior colleges, even by the state colleges, because they're not equipped either in their graduate schools or in their research faculty for such a level of instruction.

Waring: This is true, and I think it is truer than a lot of people realize because they say, "Well, don't you use junior college and state college teachers?" The answer is, "Yes, we do on occasions. But the important thing besides the teaching is the planning of the course, and the planning of the program. You have to know the field." And then

Waring: the other thing is that even though a junior college teacher maybe is teaching some course, he is fed a good deal of information that comes out of the research department of the University. And this is made a part of the course of instruction.

And in most departments now -- in a number of departments of the University -- everyone who teaches for University Extension is interviewed by the appropriate academic department. And they judge him as to his competence, background, and his teaching ability. And we, of course, welcome this also, because we are as interested as anyone -- and probably more than most -- in increasing not only the level of our instruction, but the efficiency of it.

Fry: It would appear that with all these investigations the governor's action of cutting the budget this year was a little precipitous.

Waring: And he was... when I say this I know I'm on record, but off the record in effect. This was... he did this due to some ill advice he had received from the department of finance, the state department of

Waring: finance.

Fry: Oh, I see.

Waring: As you recall, there was a new director of finance just a couple of weeks prior to the budget presentation. And I think he was ill advised.

Fry: It sounded like someone who didn't quite understand the structure of Extension and what it does.

Waring: Or the structure of state colleges, and what they do.

Fry: You said that he did this on the grounds that state colleges are self-supporting in their Extension?

Waring: State colleges. And the fallacy there is that the state colleges do very little of what might be called prely extension work. But they do a great deal of work on what they call extended day programs, in which courses are given in the afternoons or evenings. And they have almost as many people enrolled in these courses as they have in their regular day courses. And these students -- these extended day students -- pay the same fees that the regular students pay. And so this program then receives the same amount of support which their regular day program does.

Waring: But University Extension, anything that they give is separated from University work and is given at the University through Extension, for which University Extension receives -- under the old system -- about 15 or 16 per cent support. While the extended day program of the state colleges runs up to about 40 to 50 per cent support, at least.

Fry: In other words, they use their whole college budget to support this.

Waring: That's right. And you see, if the same interpretation was made for University Extension, all the work that we give in our Extension centers, both north and south, at night or in the late afternoon, could be interpreted the same as an extended day program. Because these are University of California centers, educational centers, that's what they're designed for. And this can be interpreted as merely an extension of the University's day program.

But we are in an embarrassing position in that we are very much interested in the education of the citizenry of the state, both adults and students,

Waring: and we are in a bad way to fight any of this, or to point out the fallacies of how someone else operates, because it would hurt the whole adult education program in the state of California. So we have to go along with them and try to protect the whole program while protecting University Extension itself.

Fry: I was wondering how, here in the Bay Area for instance, how the University's program dovetails with that of the extension center of San Francisco State College? How do you get around accusations, if you have them, of competition?

Waring: Well, of course when they complain about competition ...the study of the adult education system in the state of California which was made some years ago and was revised about three or four years ago and brought up to date, said that in extension work, or in adult education work, that the lower division work will be primarily the obligation of the junior colleges, where they have locations. Upper division will be the joint responsibility of the state colleges and University Extension. And in the major cities -- majorpopulation areas of Los

Waring: Angeles and San Francisco -- both of them will have a free hand, because there is plenty of work for both of them to do without really being in competition, where the population is sufficient.

In the outlying areas, where there is a state college, in a smaller location, there will be a sort of an unofficial committee set up of the adult education people in the city, the board of education, the state college, and University Extension, and they may decide on who will do this, who will offer this particular course. Then the University has primary authority on all graduate work and post-graduate work. And this is, of course, one of the reasons why the educational level of our students is so high; we try to concentrate on posgraduate work.

Fry: And the others go to the state colleges that give extension classes.

Waring: Yes, but there's no use denying it -- we offer a good many courses which parallel at the state colleges. But this then becomes a part of a program oftentimes.

Fry: But the student couldn't switch over to a state college and take one course as part of a student series.

Waring: Yes. For instance, on special command from the real estate people University Extension has organized a field program in real estate. And it is supported considerably by an appropriation in the state legislature which comes from brokerage fees. And we started this program, and then the junior colleges, or rather the state colleges more, wanted to get into the act, and so we now accept two of about a six or seven course program, what we call certificate program. We accept two courses from the junior colleges as full accreditation towards this certificate.

But this is really a prize example. I mean ... When the real estate people came to the University to ask them to put on a field program in real estate, this is what the real estate people wanted -- they wanted to upgrade the realtor. And eventually what they wanted to do was to get

Waring: him up to the level of CPA, or a lawyer, or something like that. And there would be examinations in order to be qualified as a broker, we'll say.

Fry: More like a professional.

Waring: To professionalize the real estate vocation, if you can call it that, or whatever else it is. And the University turned it down at that time, saying they were not equipped, there were not enough real estate people on the faculty, or there was not enough research done -- they were not qualified to do this. So the state came back and about tripled what it had recommended to give us -- to give to the University -- so that they could start a research program in real estate. And it now runs about like that; the field program which is operated by University Extension is about one-third of the total special appropriation which the real estate people give to the University; the other two-thirds goes into research.

Fry: What department does this research?

Waring: Well, this is done under the auspices of the business administration.

Fry: I understood that thiswas about the only thing that had state support.

Waring: Yes. This is the only special program. The same thing was done, to a large extent, in Institute of Industrial Relations. As you know, special appropriations go to them for their research work, and then their field work is done through University Extension. And the University thought it was not capable of doing this work without getting funds for research to build up a field or a fund of knowledge. But at the junior colleges -- I mean the state colleges -- stepped into these fields and say that they are now qualified to do this. And the question is whether they are or not. I mean if, if the University with its resources didn't feel qualified until a good deal of research was done to build up a fund of knowledge, it is questionable whether the state colleges are or not.

Fry: Without a research center going on.

Waring: That's right.

ENGINEERING EXTENSION

Fry: There was one thing that happened just as you came to Extension, and I wondered if you could throw any light on it. That was the approval of a division of Engineering Extension by Morrough P. O'Brien and Dr. Sproul. This seemed to really be quite a coup.

Waring: Yes, it was. Mike O'Brien, Dean O'Brien, was a very positive person. As you know, he has just recently left the University. And the fact is that the new dean has not yet been appointed. And although Vice President Woods had been in the engineering department, and had been a dean of one of the schools in the College of Engineering, Mike O'Brien felt, I'm sure, that he didn't want to lose this work of Extension. He wanted to keep it under his fingers. And so ... I wasn't in on this and

Waring: this is hearsay, and adding two and two and maybe getting five instead of four on occasion.

Fry: Coffee-break information, in other words.

Waring: Yes. And also little bits that I picked up. (Mr. Lundberg was in on this, too.) There was a meeting between the president and the vice president -- well, Woods was not vice president then, he was director of Extension; and Mr. Lundberg as the chief accounting officer or comptroller -- probably as the comptroller then; and Dean O'Brien. And O'Brien was very adamant. He wanted to keep Extension -- adult education, the off-campus instruction -- under his supervision. Directly under him. The president, this is President Sproul, could not see doing it that way just for engineering, because in every other department Extension handled all their course offerings off campus. We carried the... we extended the facilities of the campus off campus in every other department. And this is the way it was normally done for Extension services or Extension divisions.

And so the president finally just had to say,

Waring: "This is the way it's going to be done." And for a good many years O'Brien fought us. And he is -- I don't want to talk about somebody just because he's gone -- but O'Brien worked on the principle that the squeaking wheel gets the grease. So he was always very vehement and vociferous in his remarks. He would pound the table and say he was going to do it this way or not at all, and so forth. And he was a difficult man at times to get along with.

Fry: He was not the one to listen.

Waring: He was not the one to listen. He told you. But the president decided, and so this is the way it was, that all off-campus instruction should be done through University Extension, in engineering as well as in all other departments.

And you asked me a little while ago if I thought there was any difference in the administration and their attitude toward University Extension. The president always advocated University Extension. And he was... because he was an administrator, this was the best way to do it administratively. And

Waring: he... I mean, it's been proven in many, many ways. During summer session... The fact is, I'm sure, at one time he wanted to turn summer session over to University Extension. And this still may be done some day. Or they may go into a third semester and not have a summer session, but just run the year round like they did during the war. During the war, you know, they had three semesters instead of two.

Fry: Yes, that was very efficient.

Waring: It was very efficient.

And he decided a good many points in our favor. He decided that we should be able to use campus space without any charge. And he turned over a large number of administrative things to us. For instance, we administer the funds and the contracts and all of that for the music and drama events, what is now called the Committee of Arts and Lectures. This was done also largely because Woods at that time was chairman of the committee, and so it was easy to do it. But I

Waring: mean many, many things. And this is the way we got into the grant programs, too. Because the president didn't see setting up an administrative unit in an academic department to run these things. University Extension, at least theoretically, had an administrative department -- a business manager, an accounting office, and so forth and so on -- and the grants and special projects could receive the special attention which they needed.

Fry: Yes, I see. This division of Engineering Extension was really under University Extension?

Waring: Oh, yes.

Fry: Although it was called a division.

Waring: Well, it was really called a department.

Fry: It was?

Waring: Well, maybe at one time it was called a division. I'm not sure on that. But we never visualized it any differently than our Department of Business Administration, our Institute of Industrial Relations, our Department of Real Estate, our Department of Public Administration, or any other department.

Waring: For a long time, Joe Kelly, who was a professor in engineering, was our representative for Engineering Extension. But this is not any different than Professor Lund, who is head of University Extension's Department of Education, or Gene Burgess, who was head of our Department of Business Administration and who was also our faculty member on campus and was assistant dean of the School of Business Administration.

Fry: So engineering was really like all these others.

Waring: Then O'Brien decided that he didn't want anybody in his department to have anything to do with University Extension. So he pulled Joe Kelly out from us, and then we got Admiral Singleton, the retired naval officer who was the former head of the graduate school of engineering at Monterey in the Navy School of Engineering at Monterey. And so he came on the campus and...

Fry: This is about when?

Waring: I think Singleton has been with us probably for four or five years, maybe six years. Time flies

Waring: so. But he came fairly recently. And he has done an outstanding job, and has been helped by the fact that he did not have any direct responsibility to O'Brien, so he could organize any program that he could get faculty support for.

Fry: From there on you must have pretty clear sailing because this cuts you off from the engineering department difficulties.

Waring: Well then Dean O'Brien kept Joe Kelly as his representative to supervise -- I mean, not supervise but to coordinate -- the program in engineering. Kelly had no responsibility to us and we had no responsibility to him except as Admiral Singleton worked with Kelly on developing programs.

Fry: This was liason.

Waring: Yes.

## UNIVERSITY ACCOUNTING DEPARTMENT IN TRANSITION - 1937 - 1944

Fry: Could we start with the accounting department when you first went into that, about 1937?

Waring: Well, the accounting department was very small. Well, not a very small department; I guess there were about forty people employed. But it was done primarily by hand-posted records. And as the University has grown -- even at that time I think we had somewhere around ten thousand students -- it became apparent that these handposted records, the records that we kept, were not adequate to continue at the University as it grew. And of course, as you know, the great growth has been in research and government projects. And also with the income tax, and the withholding tax, and then all of the social security -- well, we don't have

Waring: social security -- but I mean with the health and accident insurance, and retirement, and one thing and another, deductions from payroll checks and then a great increase in employees, we had to go to another system.

Fry: Could you tell us here how accounting fitted into the entire financial structure of the University? How did the accounting department differ from budget and other similar departments?

Waring: Well, maybe I can give you a little on this. We had a comptroller -- c-o-m-p-t -- who was responsible for the accounting function, the business manager function, the purchasing, and all of those things. The budget office was really a function of the president, and he had Miss Josephine Smith and one or two other people who compiled the budgets for him in collaboration with the accounting office, who, of course, had to supply a great deal of the figures and the financial materials which had to go into the production of a budget.

Waring: And then, immediately following the war -- or maybe not immediately but shortly after the war -- the comptroller was then made vice president of business affairs, and the accounting function was removed from his responsibility.

Fry: And who was this man?

Waring: Well, Mr. Corley had been the comptroller, succeeding Mr. Luther Nichols. And he was then made vice president of business affairs. And Mr. Lundberg was the chief accounting officer, and he was made controller -- c-o-n-t -- and the title of comptroller was abolished.

Fry: Oh, I see. So you had the vice president of business affairs, and the controller parallel, and the controller had the accounting department under him.

Waring: Yes. The controller was really the chief accounting officer. And then the controller*, because of his pre-audit functions, because of certain personalities, and certain relationships between the Regents and the president -- certain members of the Regents

*[Mr. Olaf Lundberg]

Waring: and the president -- the controller (the chief accounting officer, in other words) was made responsible directly to the Board of Regents rather than to the president.

Fry: Oh, the Regents did this then?

Waring: The Regency did it.

Fry: This was right after the Loyalty Oath, or during it?

Waring: Yes, this was shortly after -- I mean, while it was still going around and around, if my memory serves me correctly.

Fry: Oh, I see.

Waring: And then, at this time, or very shortly after this, they brought in a budget officer. And he was made responsible again to the president -- Mr. Groff was made responsible to the president. And the personnel officer, which came in immediately after the war, was made responsible to the president.

Fry: To whom had the personnel officer been responsible previously?

Waring: Prior to the war there had not been any personnel officer -- World War II. The fact is they were,

Waring: just prior to World War II, in the throes of classifying University Extension personnel into a personnel classification. And Mr. Kaiser was employed to do this. And so from that, after the war, he was made the personnel officer.

Fry: Is personnel under budget office?

Waring: Currently, you mean?

Fry: Well, wasn't it at first?

Waring: No, it was responsible directly to the president and another line of responsibility from the budget officer and from the vice president of business affairs -- these people all reported to the president.

Fry: They were all parallel?

Waring: They were all reporting directly to the president.

Fry: Now, when the budget office was created, was accounting under that or under vice president of business affairs?

Waring: No, accounting was still at the controller's office and was separated, and was directly responsible to the Board of Regents. The action of the Regents made the controller's office responsible to them, taking it away from being responsible to the

Waring: president. But the controller's office had nothing to do with budget, or nothing to do with personnel, and nothing to do with business affairs -- purchasing, or storehouse, or garage, or printing office, or...

Fry: Or anything under business affairs.

Waring: Yes.

Fry: And then when the controller's office was changed back and put under the president, accounting was under which?

Waring: Just recently now the controller's office has gone back under the president, and is supposed to be under the vice president of business affairs again -- which we actually do not have now -- Mr. Corley, who was the vice president of business affairs has been made vice president of government relations and projects. He's acting vice president of business affairs until one is appointed.

Fry: So accounting is under him now.

Waring: Right.

Fry: This last change occurred when Kerr came in.

Waring: Yes. And personnel will be under the vice president of business affairs, taking him away from the

Waring: president. I'm not sure whether the budget officer will be under the vice president of business affairs or the vice president of finance -- which is another vice president (which Mr. Underhill currently has) and is a dual responsibility to the Regents as treasurer for the Board of Regents, and is vice president of finance for the president.

Fry: Now how does that differ from the vice president of business affairs? Is this the result of a compromise?

Waring: Well, this was at the recommendation of the Cresap, McCormick & Paget consulting firm study which was made about a year ago, or a little over. And of course all of these details haven't been worked out yet. All the people haven't been appointed. And, if I may make an aside, any job like this depends upon the person who is put in it, as to his capabilities, his specialties, his interests, what he likes to do, and then also what the president wants to delegate to him.

Fry: My idea was that one of the offices would be one that was more of a policy-making office, and the other one would direct the actual activities.

Waring: Well, you see, all your state offices are very largely policy-making offices now, with the great emphasis on decentralization, and putting everything under the chief administrative officer for the campus, the chancellor, the provost, or whoever it happens to be. You see, now each campus has its own budget office, it has its own personnel office, it has its own accounting office, and it has its own -- all these offices. And the statewide vice presidents, or the statewide officers, do not have anything like as direct a line of direction to these campus offices. They are more policy makers...

Fry: They really are more autonomous then...

Waring: That's right. They are. Oh, there's no doubt about it. There's your accounting office, your personnel office, your business manager. All these things are now directly responsible to the chief campus officer, and not to your vice president.

Fry: Well, then decentralization has really proceeded.

Waring: there was just an understanding that Mr. Lundberg would report directly to the president. I think it's fair to say that Mr. Lundberg and Mr. Corley did not see eye-to-eye on very many points, and this also gave impetus to the president saying, "All right, Mr. Corley, you report to me for certain things. Mr. Lundberg, you report to me for certain things."

Fry: I see.

Waring: They were both quite young at that time. Let's see. This was what -- this was twenty years ago -- and they were both in their thirties -- early thirties -- and they were both ambitious, and this is what caused it, I think. I know Mr. Corley understood this.

Fry: Did he?

Waring: Yes. I mean while it was not drawn out on any organizational scheme or chart which I ever saw.

Fry: Nor put in the record?

Waring: Nor put in the record that... both of them at that time, the whole operation was responsible to the

Waring: president. And so the president could say, "Well, Mr. Lundberg, you report to me for certain things. Mr. Corley, you report to me for certain things." And, of course, this also made it possible for ... made it easier for the Regents to take the accounting function, or the controller's function, and make it responsible to them directly instead of the president.

Fry: Yes, that's right, it did. It set the stage, didn't it?

You were just about to tell me a while ago when I interrupted to ask you for a picture of the whole financial operation of the University so we could see how accounting fitted in, you were about to tell me how you had done things by the hand billing method.

Waring: Yes. That's right. Well, it got to the point where it couldn't be done that way any more, and the decision was made to go into the IBM system. And Mr. Lundberg was the chief accounting officer at that time in charge of this. Mr. George

Waring: Stevens had done a great deal of work on it, and had been advocating this for a number of years.

Fry: Now, was he the next one under Mr. Lundberg in accounting?

Waring: He was, shortly after Mr. Lundberg came. Mr. George Taylor... Let me go back just a little bit.

Fry: All right.

Waring: H.H. Benedict, Henry Benedict, had been the chief accounting officer, and he then was moved out of the accounting office and moved into the comptroller's office in charge of pensions, annuities, insurance, retirement, and this sort of work, and made an assistant comptroller. And so we did not have a chief accounting officer. Mr. George Taylor was the acting chief accounting officer.

And then Mr. Lundberg came, and Mr. Lundberg came upon the recommendation of McLaren and Goode, who were the outside auditors for the University, and was employed by them And so he came in, and then there was a clash of personalities between Mr. Taylor and Mr. Lundberg, so Mr. Taylor was moved out and put in charge of the accounting office

Waring: at UCLA for the time being, and shortly after that, due to the death of Mr. Maclise, who was the business manager on the UCLA campus, Mr. Taylor was made business manager. And then, at that time, Mr. Lundberg got complete control of the accounting office in the south by being made statewide accounting officer.

Fry: And Benedict then was still in insurance and retirement?

Waring: Yes. And he stayed there until after the war, when he retired.

Fry: And Stevens?

Waring: Well Stevens, prior to all this change, with Mr. Lundberg coming, was sort of an office manager. I would say he was number three man in charge. And so when Taylor left, then Mr. Stevens was moved up to number two in command. And then when Mr. Lundberg died, Mr. Stevens was made acting controller until Mr. Kettler came.

Fry: Oh, I see, I didn't realize he had that interim appointment.

Waring: Yes. Stevens had had that appointment for about a year and a half before Mr. Kettler took over. But I think that, for posterity, that Mr. George Stevens should be given a lot of credit for the installation of the IBM equipment. Because he had a lot of the things worked out. Mr. Lundberg was very new. He came the first of December -- I'm not sure of the year -- I think it was 1938; and the following July, or June 30th, we changed from the manual system to the IBM system. So Mr. Lundberg was very new and I was very new, so Mr. Stevens, I'm sure, carried a great deal of the load of making the change, and it was a good deal of his pre-planning that was used in making the switchover.

While we're talking about this, I should give credit to another person, a fellow by the name of Johnson, who was an employee of IBM, a systems procedure man for IBM. And he was moved in in charge of IBM, the installation of the IBM equipment here in Berkeley. And Mr. Lundberg then hired

Waring: Mr. Johnson away from IBM and put him in charge of our IBM system. And Mr. Johnson was...

Fry: Reporting to Stevens?

Waring: Well, he was reporting to Stevens and Lundberg together. Mr. Johnson was a very unusual fellow. The first day I saw him we were discussing these changes and he sat there at the table with his eyes closed, and I thought, that sleepy-eyed guy, he'll never amount to anything. The second day he sort of opened his eyes occasionally and answered intel' ligent questions. The third day he started telling us how it should be done. He was one of the best systems procedures men I've ever known.

He stayed with us for, oh, I'm not sure, maybe three or four years. Then he left, and then he came back again, then he left again, came back again, and left again. And he was one of these people who was sort of a genius. And he only stays in one job long enough to...

Fry: Master it?

Waring: ...master it and to solve the problems, and then he has to be on his way again.

Fry: He hunts for a challenge, is that what you mean?

Waring: I think so. I think so. I mean, I don't think he would word it like that. He just gets... he wants to be footloose and fancy free. And he'd take three or four month's vacation and then he'd come back, and he can always get a job wherever he wants it. So he gets another job, and works for maybe two or three years, and then he's off again.

Fry: A high IQ tramp, maybe.

Waring: He never wanted to work too hard. But, I mean, he's a very, very intelligent person and quick. And he has learned one thing that I haven't learned, and I'm sure a great many people haven't learned, and that is how to listen for a while first.

Fry: That's what he was doing for those first few days there.

Waring: He was listening.

Fry: Well, now, Mr. Stevens said that he and Mr. Benedict could not see eye-to-eye on the use of IBM; so Benedict did have something to do with this apparently.

Waring: Well, as I said, Mr. Stevens had been working on

Waring: this for two or three years before Mr. Lundberg came. And Mr. Stevens' idea was, if you're going into IBM, let's go all the way into it, let's put everything on IBM. I'm sure Mr. Benedict was a little more conservative, one of the old school; he wanted to put just certain functions -- I think it was just payroll, production, and checks -- he wanted to start out with just this. And Mr. Stevens wanted to put all therecords, all the accounting records, the endowment funds, the donation, everything.

You see, IBM equipment... you have to have a large volume to make it efficient. And there is so much material which then becomes available to you. They tell you how you can reduce your staff by fifteen or twenty per cent, and so forth, and so on, but this isn't true. Because there's so much more material that becomes available then, you produce more records and have a great deal more information available to you.

Fry: So instead of reducing your staff, you increase the output of the machine...

Waring: It increases the knowledge that you have right at your fingertips by pressing the button. It's not quite that simple, but... (laughter)

Fry: Well, is this why Mr. Benedict went into insurance and retirement? As a result of the controversy between the two of them?

Waring: Well, I don't think it was necessarily a controversy between the two of them. It was that the accounting function got beyond Mr. Benedict's comprehension or capacity to do. And he was the first one to recognize this.

Fry: Oh, Benedict was.

Waring: Benedict was. And he asked to be transferred someplace else. I mean, I want to give Mr. Benedict proper credit, because he...

Fry: There was no stormy controversy, then.

Waring: There was nothing like that.

Fry: Mr. Stevens also said that now IBM is becoming inadequate, and they're having to change over again. And he said he was leaving this to the younger men. (laughter)

Waring: They may have to go to these computer machines.

ANECDOTES

Fry: You mentioned some anecdotes about Mr. McEnerney and Bill Crocker.

Waring: Well, when I was a messenger for the University, I was asked to go and pick up several members of the Board of Regents: I was to pick up Mr. Moffitt, of Blake, Moffitt & Towne, publishers -- I mean, printers, stationers, or something; and Mr. William Crocker, of Crocker's National; and Garrett McEnerney. And I was to pick them up where Market Street... at the Hobart Building, I think it is, right across the street from the Crocker Building.

And so I got there a couple of minutes early with the car. I drove around the block and came back and parked right in front of the Hobart Building, where there's a great big sign that says, "No Parking." And I looked in the rear view mirror,

Waring: and very shortly one of San Francisco's finest on horseback came along and tapped his club on top of the car, and I looked up.

"What's the matter, bud, can't you read?"

I said, "Yes, sir, I can read."

He said, "It says 'No Parking' here."

And I said, "I'll only be a moment, sir. I came by to pick up some representatives who are going over to the University of California -- some members of the Board of Regents."

And he said, "Who are you picking up?"

"I'm picking up Mr. Moffitt."

"Yeah. Who else?"

"I'm picking up Mr. Crocker."

"Yeah. Who else?"

"I'm picking up Mr. McEnerney."

"Oh, you're picking up Garrett McEnerney?"

"Yes, sir."

With that he tied his horse up to the "No Parking" sign and stood over by the door waiting for Mr. McEnerney's coming out. When he came out, he

Waring: saluted very sharply and said, "How are you, Mr. McEnerney?" (laughter) And this just, in my opinion, indicated the respect and the great admiration that everybody, including the city of San Francisco, had for Garrett McEnerney.

Fry: He was really a warm person then, I gather.

Waring: He was a very large man. I got him in the back seat of a car by mistake once, and I almost didn't get him out. But he was very forceful. And when he was chairman, he ran the Board of Regents. He would tell people to get in line. I mean he would really tell them: You get in line, or else. And he was a great influence on the University, and a good influence. I mean, whatever he did, what he did was good for the University.

As long as I'm on this, I'll tell you one other story on Garrett McEnerney. I was bringing Garrett McEnerney back from the Regents' meeting one day, and I had Father Ramm in the back of the car, who was also a member of the Board of Regents at that time. And so Garrett says, "Father Ramm,

ing: I heard a good story today." He said, "Have you heard the one about -- Pat was walking down the street, and the Catholic father was walking down the same side of the street, and they were going in opposite directions. I mean, they were going to meet. And as the Catholic father was walking down the street he spotted Pat, and it was obvious to all concerned that Pat was very, very mad. He was very mad indeed. And so, when the father approached him, why he stopped him, and he says, 'What's the matter, Pat?' So Pat started in on a tirade about Mike, and what a --" Well, the choice of language he used was not very good, and may I say that Garrett McEnerney used all the words . (laughter) "The Catholic father raised his hand. He said, 'Now, Pat, stop, stop all this. I can't have you using the name of the Lord in vain. But,' he says, 'You certainly do know the man.'" (laughter)

But this is funny. Of course, Garrett was a very big Catholic, too. And this is why...

Fry: He could tell it.

Waring: San Francisco's finest also thought this was funny, so it was perfectly all right. Anything that Garrett McEnerney did...

Fry: Has he had a great deal to do with the appointments of any of San Francisco's finest?

Waring: I don't know this.

Fry: I just wondered if his influence dominated...

Waring: He was one of the leading attorneys in San Francisco. And he was really one of my pets.

Fry: Was he one of Sproul's pets, too?

Waring: Yes, he was. Of course, this was back in the very early Thirties. And Sproul had just been appointed a few years, and Sproul was everybody's pet.

Fry: Oh. The honeymoon was not yet over.

Waring: And they had had two preceding presidents, President Barrows, President Campbell, and they hadn't worked out too well. If you recall, both their terms were relatively short. For very different reasons. I mean, I think Barrows, because of his military training, didn't sit too well with the faculty. And

Waring: Campbell, a very great scientist, was not the best administrator in the world.

Fry: That's what I understood. And that he never had any close people to him on the faculty, is that right?

Waring: That's right. I mean he had two advisors. Hart -- English, I think, and Dr. Woods. I might tell you a story. I don't know whether this should be told, but it actually happened.

We had the Raspberry Press in those days...

Fry: Oh, of course. (laughter)

Waring: So, this one issue came out with headlines, or a feature article, in which it said that the University was being administered by Eyebrows, Highbrow , and Lowbrow.

Fry: Oh, yes. (laughter)

Waring: The funny part of this was, if you knew the people, if you knew who they were talking about... Of course, Campbell, with his furry, large eyebrows was Eyebrows. And Hart was very Highbrow. And Woods, because he was an engineer, I guess was called Lowbrow. And I was going over to a Regents' meeting -- a

Waring: messenger again -- not very long after that, and I got into an elevator, and one of the members of the Board of Regents stepped in the elevator with me, as did Woods, and he turned to Woods and said, "Oh, ho, Lowbrow, where's Eyebrows and Highbrow?" (laughter) Which didn't please Dr. Woods too much, I'm sure, because there were other people in the elevator.

Fry: He thought this was probably just a little bit out of place, I guess.

Well, when Sproul came in where did Woods go?

Waring: Woods went back to dean of mechanical engineering. And this was a great disappointment to him.

Fry: You know, you told me something the other day that we didn't get on tape. It was about a professor you were talking with during the Loyalty Oath...

Waring: Yes. He was dean of graduate division. This was during the Loyalty Oath controversy, and I saw Dean Dennes, and I've known him for a good many years as a fraternity brother. And he was walking down the street toward the Administration Building,

Waring: and as you know he's a philosopher. And his head was down a bit, and he was trudging along, and I saw him and I said, "Hello, Bill, how are you?"

And he said, "Well, Hank, I'm fine, but," he says, "I'm troubled." He says, "I don't have any confusion in my own mind, but so many of my colleagues have, concerning this Oath question -- I'm troubled."

And I, not wanting to get into any discussion with him about the Oath, I tried to pass the thing off and said, "Well, too bad."

And he said, "Hank, you have no idea how bad the thing really is. When you stop to think about it, this thing has been going on -- these discussions, these controversies, this unsettled condition -- has been going on for over a year. The only result which has come up has been the firing of twelve or fifteen professors who no one had any question about them being Communists or not." And, he says, "If the faculty of an institution like this, who has as high an intellectual and educational

Waring: level as you'll find anyplace, can argue about a question for a year and come up with such an impossible situation, what chance is there for the world?"

And I had never, of course, thought of it that way. But this is true. If a thing like this can reach such tensions that people can't discuss it sanely and intelligently, what chance is there for the world?

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The Berkeley Gazette
March 9, 1982

## OBITUARIES

### Henry C. Waring

Memorial services will be held Tuesday, March 16, for Henry C. Waring, who died March 4 in Berkeley.

Mr. Waring was the former business manager of the University of California Extension Division, and a member of the class of 1931 at UC-Berkeley.

A native of Mesa, Arizona, Mr. Waring was also a member of the Berkeley Breakfast Club, the Berkeley Lions club and an honorary member of the Big C Society. He also served in the US Naval Reserve and was a retired Commander.

Mr. Waring was married to the late Jeanette Waring and brother of the late Frank Waring.

Services will be held at 2: p.m., Tuesday, at St. Clement's Episcopal Church in Berkeley, with Rev. Gordon Griffith officiating. Contributions to favorite charities are preferred.

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